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| **W**here is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? | I want my students to know about their culture and how it contributes to the creation of their personal identity. My students will develop a presentation for their class on their culture through the use of a family tree and a family history narrative using primary and secondary resources. We will develop a rubric on what constitutes a thorough family tree and what should be included in the history narrative. The purpose of this unit is to allow students to better understand culture and how it affects their identity. This is important because students will discover certain aspects of their culture that contribute to how they live and act. In addition, students will also be able to understand that their class is made up of many people of all backgrounds. Students will be able to understand the different aspects of culture, and will be able to research in a variety of ways to find this information. |

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| **H**ook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. | Students will be shown a completed family tree that will be shown on the Smartboard. I will then ask the students to become detectives and investigate what they see in the family tree. We will then develop questions asking how we could find out this information. We will then read a story from their Reading Streets text called “Dear Juno,” a story about a young boy finding out about his culture through writing letters to his Grandmother in Korea. After reading this story, students will be able to discuss what the boy in the story learned about his culture through the letters he wrote and received. Together, we will create a chart on what culture is and the ways to find out about culture. |

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| **E**xplore & **E**quip. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads & hunches, research & test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills & knowledge. Have them experience the ideas to make them real. | Through our initial discussion of culture, ways to research culture, and what they identified in the presented family tree, students will develop questions that they have about their cultures and families and create an interview to conduct with their family members about their cultures. Students will also develop a letter to send to their Grandparents discussing their project and asking them to provide them with any information on their culture. Students will also use other resources such as books, pictures, maps, and the internet/computer to find out about their culture/family. |

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| **R**ethink & revise. Dig deeper into ideas at issue. Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, & discussion. | Prior to working on the culminating activity, students will develop a rubric to better understand what is needed in both the family tree and the narrative. Students will develop their family tree and history narratives in a workshop format. Students will also be called for a one on one conference that will allow for more editing and revisions, and allow the students to fix up their work with the assistance of the teacher. I will produce a checklist based on the rubric created by the students that allows them to check their work to ensure that it has all necessary components. |

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| **E**valuate understanding. Reveal what has been understood through final performances & products. Involve students in a final self-assessment to identify remaining questions and set future goals. | Using the student created rubric, students will be evaluated based on their family history investigation. Students will also reflect on their findings and questions in their writer’s notebooks during the final 10 minutes of writer’s workshop every day. Students will also fill out an exit card that will describe three things that they learned during our work during the unit. |

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| Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. | Throughout this unit, work will basically be tailored to each student because it is a personal investigation of their culture and family. However, I will differentiate for students who are English Language Learners by allowing them to incorporate their native language into their work, as that is a part of their family history. Students with exceptionalities will also be considered for differentiation based on their unique needs. Options to reflect using drawings as well as computer-generated methods will be available. Suggested student reading will be offered on tape for auditory learners. All activities will be modeled for students who are visual learners, and conferences with students will be held for individual student needs. |

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| **O**rganize and sequence the learning for maximal engagement and effectiveness, given the desired results. | Students will discover their family history and culture through authentic research and analysis of primary resources to create their end product. We will be using multiple books and activities to discuss culture and how it develops who they are. Using the family tree and the family narrative will create a personal understanding of what culture is and about their family history. The culminating activities of creating a family tree and personal narrative will be combined with student’s artwork and other work gathered from the unit to create a class culture book. All work will be shared in a “Culture Day” celebration where students will be allowed to bring in their own primary sources, family tree, and narrative to demonstrate findings and understanding of the unit. |